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instances, oral exercises, mostly abstract, and after those come written exercises in which the abstract work is dissolved in applications. Such an arrangement surely ought to work well. Only, I would like to see about five times as many exercises in the preparatory work before any abstract notion is introduced. Can we reasonably expect children in the second year to attach any meaning to an addition table such as is found on p. 5, after nine concrete exercises, all with one set of objects? Why not present at least four or five *different* concrete situations before making attempt at an abstraction? The purpose of this book is finally to enable the child to use the fundamental processes of arithmetic in *concrete* situations. Is it altogether certain, that this cannot be reached in any other way except through an ill-digested abstraction? Can such an abstraction be expected to be a good tool for the applications?

The first chapter containing subject-matter for the first two years deals with numbers through twenty; chaps. ii and iii, designed for the third year, work with numbers through one hundred and one thousand respectively; chaps. iv and v, giving the work for the fourth year, lead the child through one million and give an introduction to the operations with common and decimal fractions. The reviews are frequent and thorough. The applications to practical problems are numerous and interesting, sometimes artificial. Multiplication by any number is immediately followed by division by the same number. Could not a similar interweaving have been carried out with the other topics?

The book is clearly printed and looks very attractive. I do not know whether the illustrations are always adapted to a child's understanding.

ARNOLD DRESDEN

SCHOOL OF EDUCATION

First Course in Biology. Part I, Plant Biology; Part II, Animal; Part III, Human. By L. H. BAILEY AND W. M. COLEMAN. New York: Macmillan, 1908. Pp. 204; 224; 164. Illustrated. $1.25.

Books in so-called general biology have been added to by Professors Bailey and Coleman. This book is made up of three parts, Plant Biology, Animal Biology, and Human Biology. It is really three small courses, one on botany, one on zoölogy, and one on human physiology bound within the same covers, separately paged, the whole constituting further evidence that the term "biology" means very different things to different people. An attempt is not made to study a biological topic by use of illustrative materials from both plants and animals, including men, but rather to study characteristics of the three divisions entirely separately. Furthermore, as evidence that the authors do not conceive of the task that they have assumed as one in which biological problems are to be found primarily in a study of living plants and animals we may cite their chapter of preliminary experiments upon compounds, oxygen, and air, study of acid and alkaline substances, test for starch, for nitrogenous substances, and for fats and oils, making and liberating oxygen, etc. It would seem that these experiments in a general biological course should arise in connection with real problems associated with plants and animals.

In the first part of the book, which is given to plants without any study as to what a plant is and what it must do in order to live, the student is soon plunged into "plant societies." Throughout this part detailed leaf, stem, and flower terminology finds abundant presentation, while the real work—the excuse for existence of these things—is less prominent than is desirable.

The discussion of the principles of biology, meaning of the term, and source of energy, appears, at the beginning of the second section, no explanation being offered as to why, if this is desirable at all, it was not presented before beginning the study of plants. Following this the groups of animals are considered in the order of increasing complexity.

The section on human physiology apparently is intended to mention practically all the topics one would find in any large work upon this topic, plus the discussion of alcohol and narcotics usually found in books designed to meet the trade. From the point of view of one interested in education it would seem there is no good basis to justify so inchoate a mass of material as found in this last part of the book.

In subject-matter the book contains many things with which specialists would find fault but these will not now be recounted.

O. W. C.

Public-School Relationships. By JOHN SOGARD; with an Introduction by HOMER SEERLEY. New York: Hinds, Noble & Eldredge, 1909. Pp. xxiv+197.

Public-School Relationships is a recent book that attempts briefly to discuss from a teacher's point of view "The Community and the School Officers," "The School Authorities and the Teacher," "The Teacher and the Pupil," and "The Employment of Teachers." The school officers, who "represent either the intelligence or the indifference of the community," are, in a sense, the exponents of the opportunity that the school may possess of becoming an organic factor in the life of the community. The school-board is entitled to the respect of the community, the author claims, since directly or indirectly the community makes the school-board. In a very true sense the *personnel* and ideals of the school-board are true representatives of the ideals of the community. When most of the people of a community thoughtfully accuse a board of ignorance, negligence, or corruption, the temporarily unrepresentative board will soon be exchanged for a representative one, while commendation by a majority means in a broad way that the board already stands for the community's educational thought. The wide differences that prevail relative to the functions of the school-board are presented by the author by means of replies to a *questionnaire* upon the duties of school-boards. The replies represent the entire range from a totally inactive and innocuous board, depending entirely upon superintendent and teacher, through a condition represented by a board that regards its functions as ending with attention to the material side of the schools, to one which looks upon the superintendent and teacher as hirelings to do the bidding of an over-functioning board.

In "The Teacher and the Pupil" some excellent educational philosophy is presented of which a single illustration may here be given. Mr. Sogard has